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**THE INFLUENCE OF THE APPLICATION OF HIDDEN WORDS GAME
ON THE STUDENTS' ABILITY IN MASTERING VOCABULARIES
AT THE SIXTH GRADE STUDENTS OF SDN 1 TANJUNGSUKUR
KEC. RAJADESA KAB. CIAMIS**

A THESIS

**Submitted to the English Education Department of *Tarbiyah* Faculty of
Syekh Nurjati State Institute for Islamic studies
in Partial Fulfillment of the Requirements for the Islamic Scholar Degree in
English Education Department (S.Pd.I)**



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2012**



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ABSTRACT

ILAH RUHILAH: “THE INFLUENCE OF THE APPLICATION OF HIDDEN WORDS GAME ON THE STUDENTS’ ABILITY IN MASTERING VOCABULARIES AT THE SIXTH GRADE STUDENTS OF SDN 1 TANJUNGSUKUR KEC. RAJADESA KAB. CIAMIS”

From the earlier observation, the researcher knows that the students’ ability in mastering vocabularies is less. They usually difficult to understand what someone say and difficult to make sentences. From those problems the researcher takes a solution to increase the students’ ability in mastering vocabularies. The solution which taken by the researcher is the application of hidden words game. The researcher assumes that there is a positive and significant influence of the application of hidden words game.

The researcher takes a research at *SDN 1 Tanjungsukur*. The aims of the research are to know the students’ ability in mastering vocabularies before applying a hidden words game, the students’ ability in mastering vocabularies after applying the hidden words game, and the influence of the application of hidden words game on the students’ ability in mastering vocabularies.

The research uses quasy experiment one group pre- test and post- test. The researcher takes whole sample of the naturally formed group. The technique of collecting data is test. To analyze the data and to know the positive and significant influence of the application of hidden words game the researcher uses T-test formulation from SPSS version 19 program.

The test is given to thirty one students, and the result of the research is the average score of the pre-test is 49. 68, then the average score for post-test is 58, 71. The post-test score is higher than pre – test score; To know the significant influence of the application of hidden words game the researcher analyze the data by using T- test formulation. The t-test score is 2. 89 and the score of T-table for N=31 is 2.04, it means that the T-test is higher than T-table. So Ha is accepted and Ho is rejected, so there is positive and significant influence of the application of hidden words game on the students’ ability in mastering vocabularies at sixth grade students of *SDN 1 Tanjungsukur Kec. Rajadesa Kab. Ciamis*.



PREFACE

Bismillahirrahmaanirrahim.

In the name of Allah, Most Gracious, Most Merciful. All praises be to Allah, the Cherisher and Sustainer of the world. The writer has been capable of carrying out and finishing her thesis. Her innovation and safety always be given to the prophet Muhammad (peace be upon him), his family, his companions, and his followers till the end of the world. The thesis entitled in “**The Influence of the Application of Hidden Words Game on the Students’ Ability in Mastering Vocabularies at the Sixth Grade Students of SDN 1 Tanjungsukur Kec. Rajadesa Kab. Ciamis**” is submitted to the English Educational program Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, the writer would like to convey her sincerely profound thankfulness and gratitude to:

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The writer also realizes that this thesis is far from perfect. For this reason, the writer invites the reader to give any suggestions, correction, and comments for revision if it is needed.

I hope that this thesis will become a great valuable contribution to the thoughts of anybody who reads it, especially for the writer herself and all reader who want to improve their English.

Cirebon, October 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

People in the world need the other people for life. They need the other people for continuing their life. They can communicate what they want to the other people, in other that; the other people know what they want. They can communicate it by using language. Language is a tool which is used by human to communicate with others. It can be used by the user to get and gives the information which is formed by the needs, feelings and attentions. Victoria fromkin et al (1992:2) states that the possession of language perhaps more than any other attribute, distinguishes humans from other animal.

Victoria Fromkin et al (1992:9) states that a language then, consist of all the sounds, words, and possible sentences, when you know language, you know the sound, the words, and the rules for their combination.

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

There are many languages in the world, for example Indonesian, English, Sudanese, Javanese and etc. Every country has a national language to communicate



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with the other people in each country, and for communication with the other people from the other country people usually use English.

English is very important, because many information that will be known by using English. For example now days there are many books written in English. Without understanding English, any information will be lost. From these phenomena, the researcher knows that English is important to be studied.

In learning language, learning component of language is part of language program. There are three components of language:

1. Grammar
2. Vocabulary
3. Pronunciation.

Vocabulary is one of many important aspects in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in his speaking, reading, listening, and writing. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably, the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

The whole aspects of English such as speaking, listening, reading and writing need to understand or master vocabulary, for example like David said on his book about components of speaking.



David (1964: 81) Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of the speech process:

1. Pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)

From the statement above, the researcher knows that mastering vocabularies is very important thing for getting good communication. For mastering vocabularies, we need to study or learn vocabularies. Armstrong, (1994) said that study is improving the purpose and context to make the student improve their talent. We need to study to improve our talent. Learning vocabulary is one of the first steps of learning a second language. Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned.

Making students more interesting to study English is difficult. It needs some techniques or strategies which are innovative. Adrienne Herrell and Michael Jordan (2004: 5) Strategies are defined as approaches that can be used across curricular areas to support the learning of students. The goals of strategies are to enhance learning.

Learning English earlier since childhood is very important, because every child is born with full potential for success and intelligence and there are some children who have a natural love for learning, and it is these children that are usually categorized as “achievers”. But, most children are under the impression that studying is something boring and tedious. Lynne Cameron said in his book:



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Lynne Cameron (2001: 1) children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language.

Children lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult, then they want to please the teacher rather than their peer groups. Beside it the researcher finds that the students, especially at the school which the researcher takes as an object of the research, are difficult to master vocabulary, then they also feel shy to come forward for expressing or doing something which asked by the teacher because they don't know the meaning of the words that the teacher said and they usually do the other things in the class like games, or talk with their friend, they do not talk about the lesson but the other things.

Considering problem, teachers are expected to have good teaching techniques or teaching strategies to provide students with appropriate teaching materials and to create a positive classroom environment. Then the teacher has to know the children condition in other that the teacher can use the effective strategy in teaching and learning process to make the student enjoy the class and the students understand the materials.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of

thinking about learning the correct forms (1979:2). He also says that games should be treated as central not peripheral to the foreign language teaching program.

From the theory above the researcher decides to take a game as a strategy of teaching and learning process on the students of elementary school. Based on theory above, the researcher takes a game as a strategy of teaching and learning which is applied in teaching and learning vocabulary process. The researcher does the research at the students of elementary school which is located in the countryside. The school is *SDN 1 Tanjungsukur*.

The game which is chosen by the researcher to be applied in English teaching process is hidden words game. And the researcher takes a research by the title: “**The Influence of the Application of Hidden Words Game on the Students’ Ability in Mastering Vocabularies at the Sixth Grade Students of *SDN 1 Tanjungsukur Kec. Rajadesa Kab. Ciamis*”.**

B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The field of the research

The field research of this research is mastering vocabularies.

2. The kinds of the problem

The students are less in mastering vocabularies, the students are difficult to master many vocabularies, and the students have less motivation to study English.





3. The main problem

The main problem of this research is to describe the students' ability in mastering vocabularies through and without applying a hidden words game.

C. The Limitation of The Problem

To limit the problem of the research, the writer has divided it into three kinds of problem; they are the students' ability in mastering vocabularies before applying a hidden words game, the students' ability in mastering vocabularies after the applying the hidden words game. And analyze the data about the positive and significant influence of the application of hidden words game on the students' ability in mastering vocabularies.

D. The Questions of the Research

1. How far is the students' ability in mastering vocabularies before applying a hidden word game?
2. How far is the students' ability in mastering vocabularies after applying a hidden word game?
3. Is there any positive and significant influence of the application of hidden words on the students' ability in mastering vocabularies?

E. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. To find out the students' ability in mastering vocabularies before applying the hidden words game.
2. To find out the students' ability in mastering vocabularies after applying the hidden words game.
3. To find out the positive and significant influence of the application of hidden words on the students' ability in mastering vocabularies.

F. The Use Of The Research

The use of the research can be viewed into two sides theoretically and practically. From theoretically the use of the research is to get the positive influence of the application of hidden words game, to know the good method of teaching vocabulary and to get the truth of the theory which is taken. Practically the researcher hopes that by using a hidden words game, the students' ability in mastering vocabularies will be increase and they can get good motivation to study English, by using hidden words game, the students like to study English, the students' ability in mastering vocabularies is increase and after this research, English teacher can improve or make some good strategies to teach English for example by using games.





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